DOCUMENT RESUME

ED 404 059 RC 020 890

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TITLE Literacy for Women and Their Participation in the Labour Force in Pakistan.
INSTITUTION Sindh Rural Women's Uplift Group, Hyderabad (Pakistan).
PUB DATE [96]
NOTE 6p.
PUB TYPE Reports - Descriptive (141) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Access to Education; Agricultural Laborers; Distance Education; *Educational Needs; Elementary Secondary Education; Employed Women; *Equal Education; Foreign Countries; Illiteracy; Relevance (Education); Rural Areas; *Rural Women; Sex Discrimination; *Social Attitudes; Underachievement; *Womens Education
IDENTIFIERS *Pakistan; Social Barriers

ABSTRACT

In rural Pakistan, agricultural land is owned by men and they use family labor, including women. Women usually transact no cash from cradle to grave. There is no social support for high achievement in their lives. The illiteracy rate among women is very high, especially in rural areas, where only 7.3 percent of women are literate. Poor underachieving women with only basic education show poor linguistic ability, feelings of rejection, emotional insecurity, poor motivation, and difficulty in adjustment and absorption in society. Some studies report girls have a higher level of achievement motivation than boys but lack opportunities. Sindh Rural Women's Uplift Group engaged 10-15 women on a farm, paid them the same salaries as men, and gave them similar jobs to perform. After 2 years, results show that the women's output exceeded the men's, and the life pattern of the women has changed. Initially, men took their salaries, but the women asserted themselves and are now better clothed and want to send their children to school. The men are becoming more considerate. The educational system needs to be reshaped to respond to rapidly changing socioeconomic and cultural demands, with emphasis on equal education, remedial education, and vocational education. Distance education is a useful way to address the facts that women are kept in seclusion within the boundary walls of the home, coeducation is not allowed, educational facilities are limited in rural areas, and free time is limited. (TD)

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# Literacy For Women and Their Participation in the Labour Force in Pakistan

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# 'LITERACY FOR WOMEN AND THEIR PARTICIPATION IN THE LABOUR FORCE IN PAKISTAN

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## Introduction.

The Province of Sindh lies in the Southern part of Pakistan and extends from 23°-35 to 28°-30 and 66°-42 to 71°-10 E, with an area of approximately 143,000 square kilometres, of which about 5.5 million hectors or 55,000 kilometres are irrigated from the river Indus. The population of Sindh as of toady is about 30 millions.

In 1981, 26.2% of population above 10 years was literate, but the overall male literacy was 35.1% as compared to 16.0% for female, and gender difference varied from a high of 53.3% for urban men to a low 7.3% for rural women. Many people in rural areas want to continue education of their female children but it is not socially accepted that the girls leave their home for education. The female enrollment in schools drops sharply after primary level (4-5 years at school) and in urban areas too mostly during the early years of secondary education (a total of 10 years schooling at age of 14-16), sharply after primary level, and subsequently after completion of secondary school, higher rate at post-secondary level. Only one of every seven students registered in the 20 is a women. The drop-out of students from the school are link with social, cultural, economic and educational back-ground of the parents. Social inequalities and educational inequalities tend to go together, low levels of educational attainment go with sharp disparities as between urban population and rural population and as between men and women.

Women is always under pressure of the male head of the family to decide her education level, training and employment.

Sindh Rural Women Uplift Group tried to help women by engaging 10 to 15 of them on the farm under the guidance of women Farm Supervisors, paid the same salaries as men and gave them similar jobs to perform. Their out put was more than men, when both parties knew that daily, weekly and monthly out put of two groups of men and women were being compared. These women were the best in case of mowing grasses for mulch, collecting fallen leaves, twigs, bark and etc.

Their full time employment in sustainable agriculture in the past 2 years, in preference to men has changed the life pattern of a group of 12 women consisting of one couple of parents, their daughters, dauthger-in-laws and nieces. In two years since starting of operations house-hold life pattern of these families has changed. In the beginning men took away all the salaries of women but gradually women have asserted and now they are better clothed and say that they will send their children to the school. Man's attitude toward the social set-up in the house has changed some what and are a little more considerate, but time may bring further changes.

Women in Pakistan agriculture, can perform the following functions as good as men:

1) Transplanting of vegetables, rice, and bare root plants.
2) Intercultivation of vegetable for removal of weeds and un-wanted growth.

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3) Picking of cotton, small fruits, vegetables, berries of all types, harvesting of wheat, rice and other crops.

4) They however excel men in all those operations which require squating to carry-out operations near the ground and keep moving simultaneously.

This is because the pelvic bone of females has different angle with thigh bone and it makes women's movements easy in that posture. This involves mowing of grass, intercultivation of weeds or picking of fruits.

We made a beginning two years ago and the results are astonishing.

In the rural areas of Pakistan, agriculture land is owned by men and they use family labour including women for producing crops. Women are not paid but are fed, clothed and provided dowery by father at time of marriage, ornaments by husband and when widowed shelter by sons. They usually transact no cash from cradle to grave and not mourned as men are. Their mud covered graves are levelled up by occasional rain run off. In recent years some families educate them to so that chances of their marriage im well to do and educated families are ensured.

In Pakistan the women were kept under seclusion and still many families do not like that their female members go out-side the boundary walls of the home. In such cases the distance education is a very useful alternative to such families who want their female to upto-date in knowledge.

In rural areas, illiteracy rate is very high as compare to the urban areas. In order to improve the situation, we must considered other factors equally responsible for illiteracy e.g poverty, illiteracy of parents, social taboos, nonavailability of adequate educational facilities.

In the rural areas of Sindh, the education facilities are limited, although some educational institutions do exist, but they are far away from the villages, and due to lack of road and transport, it is not possible for the rural people to reach and benefit by such educational institutes. In this case the distance education is an excellent facility to gain the knowledge.

Education bring an instrument for bringing social change and used as an agent to change the status of women in the society.

Literacy among women is much lower than literacy among men and this gap goes on increasing with the increase in the level of education. For better results, we must lay emphasis on equal educational opportunities for all, without any discrimination, because equality in education brings better growth and development of the family and nation as a whole. The problem of drop-outs among rural women seems to be due to environmental and social barriers.

In most of the cases female students are expected to be married soon, after they receive some basic education, because she is required to perform house hold activities and does not get enough time for study resulting into low grades in the examination. The female students therefore either become underachievers or show poor academic achievement. They usually develop low self-concept, which acts as negative reinforcement for the development of their general motivational level. The under-achieving girls show low academic level, poor motivation as compare to high achieving girls.

The education facilities will be planned in such a way that the accumulated distortion regarding the status of women in the past could be neutralised. We have to put more emphasis on education planning considering equality for women, and try to find-out factors related to academic under-achievement, and poor motivation and introduce remedial education planning for better results.

The education must be planned in a manner that after getting one can easily get employment. Education helps to start income-generation activities, promotion of trade and industry and increase marketing situation.

The rural cultural expectations and social norms in the society for girls are very different and there is no social back-up for high achievement in their life. Sex, race, socio-economic status and cultural impact, will effect on achievement of the students e.g:

- Total adjustment pattern.
- Language ability.
- Study habits.
- Personality buildup.

Poor socio-economic background women with only basic education shows difficulty in adjustment and absorption in the environment, such women's show poor linguistic ability. In order to develop high achievement they must have command on vocabularly, knowledge of spelling and good in reading. Linguistic skills is the main case of poor motivation and unhealthy personality development leads to slow academic achievement towards underachievement. The underachievers as compare to the higherachievers have poor study habits and show influence in their achievement. While higherachievers shows good habits, and achieve high grade in their study.

Underachievers face problems in every walk of life resulting into not being able to qachieve better academic achievement. On the contrary, the highachievers face less problems and are socially better adjusted resulting into good academic achievement. Underachievers, show feelings of rejection, disturbed mind, guilt in their behaviour and emotional insecurity. The underachievers faces a greater number of problems, which adversely reflect in their achievement. Like underachiever girl are more introvert than the boys and the higherachieving girls. The female underachieves are more impulsive reactionary and emotional than the male underachiever. The anxiety is negatively related to achieving and the girls were more anxious than boys. Some studies report that girls have higher level of achievement motivation than boys but opportunities lack.

Conclusion.

* The underachieving girls shows, poorer, linguistic ability, study habits, spelling, vocabulary, reading habits, motivation, self-concept, feelings of insecurity and mostly face greater problems in schools, family recriation, economic and all other walks of life.
* The higherachieving girls, shows better, linguistic ability, study habit, motivation, personality-related factors, better spellings vocabulary, self-concept, and are socially better adjusted than others.
* Rapid educational expansion and reshaping and revitalization of the education system are the problems of education. To overcome we have following suggestions:

** From the cultural, economic and social view points, to educate girls and women is one of the best investment that a country can make in the future, because it enables the country to draw more fully on all of the human resources for national development.

** Improve the training, planning, management and promotion of innovations to enable the entire education system to respond to rapidly changing socio-economic and cultural demands in a context of increasing resource constraints.

** The scientific and technological development helps in contribution to educational, social, economic and cultural development.

** The method and materials have been developed for inter-linking scientific and technical education and, studetns towards practical application in life.

** The education system must cover training, re-planning of educational structures and content for greater relevance to the social and economic goals, and through the inter-linking of education and productive work.

* In Pakistan the distance education can bring a lot of social change. The main beneficiaries can mostly be females:

** In rural and urban areas of Pakistan, most of people do the jobs and if they are interested in gaining knowledge, they hardly get 2-3 hours free. If they go and get admission in formal and regular educational institute, it means they have to spend atleast one hour in transport and are left with only an hour to study. In such situation the distance education will prove to be very helpful to acquire the required education with less strain.

** In Pakistan almost all the universities have co-education system, which come in the way of many female students, as their families do not allow them to go for co-education and as a result, they are forced to limit their higher qualification and carrer, Distance Education, will help in gaining higher education in such cases.